



THE

**ATA**

MAGAZINE

**SHARP - TAILED GROUSE**

No. 3 • BIRDS OF ALBERTA SERIES

**NOVEMBER 1960**

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## THE MONTH'S COVER STORY

Our photographer, Professor Cy Hampson, gives us this month the picture and story (see page 17) of the sharp-tailed grouse. Mr. Hampson says he found the grouse on a knoll near the Saskatchewan River and 40 miles southwest of Edmonton. The picture was taken in the early morning sunlight from behind a blind at a distance of about five feet.



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## THE ATA MAGAZINE

**F. J. C. SEYMOUR**  
Editor

**S. C. T. CLARKE**  
**J. D. McFETRIDGE**  
Associate Editors

**MARIAN ALLISON**  
Editorial Assistant

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Notice of change of address, stating both old and new addresses, should reach the editor at least one month before publication date.





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# the **ATA** magazine

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## ***Official Notices***

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# Welcome News

Enrolment in the Faculty of Education for the 1960-61 session is up 30 percent to 2,300 from 1,750 in the year previous. This makes education the largest faculty in the university. In the light of this continued growth, the inadequacy of present space and facilities becomes more glaring. It should not be too much to expect that plans for a new building to provide adequate housing for the fastest growing faculty on the campus are sufficiently advanced so that government and university can announce a decision to proceed with construction with a minimum of further delay.

Study of the increased enrolments in the Faculty of Education shows interesting trends. Registrations in the Junior E program are sharply down from 471 in 1959-60 to 344 for the current year. On the other hand, enrolment figures in the first year of the bachelor of education program have soared from 469 to 648. The reason or reasons for this remarkable change cannot be known certainly, but we think that there is more than an even chance that high school graduates are selecting in favor of the quality program and that more and more are choosing teaching as a career rather than as a stop-gap or a steppingstone to other vocations.

Study of the academic records of education students indicates that an increasing number of honor students from the high schools of the province are entering teaching. Even in the Junior E program the number entering with complete matriculation has risen to 45 percent as compared with 32 percent in 1959-60.

Other trends to be noted include the fact that a larger number of men are entering the degree program, and an increasing number of students are selecting the elementary route in the degree program. The number of graduates from other faculties enrolling for the bache-

lor of education degree continues to rise. There are 168 such students this year compared with 126 a year ago.

Frankly, we are delighted with both the quantity and quality of the entrants to the Faculty of Education. We say nothing new when we explain this phenomenon by asserting that teaching as a career is becoming more attractive to more young people. It will become even more attractive as entrance requirements are stiffened and as economic rewards for teaching continue to improve. We have often observed that teaching will achieve status when parents of young people who are considering careers will commend teaching as often as they suggest other learned professions. Perhaps that very thing has been happening, and if it has, the prospects of Alberta's children have never looked brighter, for the day is that much closer when every Alberta classroom will have a competent, career teacher in charge.

Following closely on the heels of the news of the increased enrolments in the Faculty came a statement from the Minister of Education concerning prospects for improving the entrance requirements in the Junior E program and for extending the period of training prior to initial certification. During the Red Deer fall convention and again at the annual convention of the Alberta School Trustees' Association, the Minister stated that, because of the heavy enrolments at the Faculty of Education and the prospect of very substantial increases during the next few years, it would now appear quite feasible to raise the entrance requirements of the one-year Junior E program to full matriculation in September, 1962. More important than this statement was the announcement that very serious consideration would be given to extending the minimum period of training prior to certification from one year to two years by September, 1963, as recommended by the Royal Commission on Education, if it appeared possible to introduce this improvement in standards without adversely affecting the overall supply of teachers available to the elementary and secondary schools of the province.

A most timely and welcome announcement, Mr. Minister.

# Child Health and the School

**SIR RONALD GOULD**

Sir Ronald Gould is the general secretary of the National Union of Teachers, England and the president of the World Confederation of Organizations of the Teaching Profession. This article is adapted from his presidential address to the WCOTP's 1960 Assembly which met in Amsterdam last August. He says, in introducing his subject, that he asked himself about the relevance of this theme to countries like his own where there is excellent health provision and where inadequacies are recognized by teachers, authorities, and the government. They know some schools are ill-lit, ill-ventilated, unsanitary, and unsatisfactory, but given time, they will correct these inadequacies. Sir Ronald says that he found the relevance in the fact that health, like peace, is indivisible.

"What do we mean by health? . . . [It] . . . is a state of well-being, physical, mental and social, and measured by this standard, no country can afford to be complacent."

**H**EALTH, like peace, is indivisible, and self-interest dictates that we should be concerned about world health. Epidemics know no frontiers. Asian flu knows no distinction of creed, race or color. Disease knows nothing of apartheid. If one human being suffers, all may suffer. As John Donne put it, "No man is an island entire of itself; every man is a piece of the continent, a part of the main."

When any country grapples with any of the problems, we all benefit. If somewhere a swamp is drained and a breeding ground for malaria disappears, life becomes healthier for all and valuable acres are added to the world's resources. The world is healthier and richer and we all benefit.

But there is another reason why this subject affects all countries. What do we mean by health? Not just the absence of disease, but rather the ability to do things, or better still, using the definition of the World Health Organization, "a state of complete physical, mental and social well-being and not merely an absence of disease and infirmity". Health, then, is a state of well-being, physical, mental and social, and measured by this standard, no country can afford to be complacent.

Let me give a few illustrations which leap readily to the mind. In Britain and other Western countries the incidence of dental caries is increasing, because we

are richer and eat more sugar, chocolates, sweets and ice creams. The skulls of neolithic man show that on an average their teeth were eight percent defective. Bronze men were even better, with only three and a half percent. But in Britain today the average is 42 percent. What progress! More wealth, more sugar, and fewer teeth! Toothless gums are a symbol of the affluent society. And few care. In a country selling fantastic quantities of deodorants, cosmetics, soaps and perfumes, advertisements for toothpaste are less concerned with preserving teeth than with promoting sex appeal. Toothpaste to a woman is like the gun of the North West Mounted Police—helpful in getting your man. Obviously we need a belief in the importance of preserving teeth, and a change in dietary habits—in short, more health education.

### Over-feeding

And if we are really concerned about positive health, the problem of overweight needs attention, and not because of the old belief (which for obvious reasons I reject) that

*Fat paunches have lean pates, and dainty bits  
Make rich the ribs but bankrupt quite the wits.*

Nor because overweight makes it difficult to be fashionable, but because it has a serious effect on heart and arteries, because it limits the capacity to get things done and destroys the sense of well-being. And the real answer is

not to destroy appetite by swallowing drugs or expensive forms of blotting paper, but to live less sedentary lives and to eat less fattening things such as food. That is the cure—suitable exercise and a suitable diet, and by that I mean an attractive and balanced diet. This must be taught in school. We must correct the foolish notions current even amongst school girls, who in an attempt to keep slim have been known to refuse bread, potatoes, milk, and other foods and yet have eaten insufficient to maintain health.

### Mental health

There is another sort of problem thrown up by an industrial and affluent society. Many have more leisure, without the sense of purpose to use it satisfactorily, and this results in mental illness and social maladjustment. Teddy Boys in Britain, Blousons Noirs in France and Stilyagy in the USSR know nothing of physical, mental and social well-being. They are mentally and socially sick, suffering from a surfeit of leisure without purpose.

But there are other forms of mental sickness. Does it not seem that today there are more people who enjoy bad health; more suffering from psychological troubles; more with a pathetic faith in pills, potions, panaceas and cure-alls; more who, with or without encouragement, launch into detailed, lurid, and even morbid descriptions of their operations? All these are surely in need of health education.

Health, then, is a world problem and no country has solved all the problems of positive health, so self-interest indicates we should discuss this subject here.

We join a World Organization to give as well as to get, and perhaps a discussion of our failures and successes in establishing health services may help and encourage others.

Dr. Johnson once remarked that when a man is going to hanged, it concentrates the mind most wonderfully. So do

hunger, earache and toothache. The first Queen Elizabeth scrubbed herself once a month, "whether she needed it or no". When Lord Malmesbury brought Caroline of Brunswick from Germany to be the bride of the Prince Regent, she so offended his fastidious nostrils that he asked her lady-in-waiting to see she was "well washed all over". It is only in recent years that the government has taken positive steps to enable modern lavatories and baths to be installed in some of our older houses.

Other nations may perhaps feel somewhat superior in this respect, for example, the United States, whose civilization is based on the efficacy of water. This country is not only concerned about life, liberty and the pursuit of happiness, but is dedicated to the twin propositions that for internal consumption nothing is better than ice-flavored water and for external application one must not only be soaked but sprinkled. Yet Ancient Rome at its peak used twice as much water per person per day as New York City does today.

The history of health education amongst children in highly developed countries will, I hope, challenge, help and inspire teachers everywhere.

Clearly, then, this is a subject which affects us all. The purpose of education is not just to make a living, still less to make an easy living, but to enable life to be lived more fully, and this assumption is not accepted by all.

In Ancient Greece, education was for free men, who did no work. It was directed to living a life, not earning a living. But since today we all belong to the working classes, education must enable us to earn a living. Yet it is folly to confine the purposes of education (as many do) to securing big wages, a white collar job and a high standard of living. Education must have both purposes—to earn a living and to live a life. So the three R's and knowledge of the world of yesterday and today must be taught, but children must be helped in their physical and spiritual development, too.

"... the danger is that teachers will be regarded as ... veritable Poo-Bahs—teachers, cooks, waiters, nurses, doctors, bankers, swimming instructors, fathers and mothers, all rolled into one."

### The role of the teacher

Where is the teacher's task? It is first to instruct, to teach hygiene, physical exercises, games, anatomy, physiology, biology, and nutrition. Perhaps some would have included sex instruction, though most of us think that ideally this is best given in the home. But if it is given in school, let us not fool ourselves that a simple biological study is enough. Rather is it a complex study, involving the nature of man and society and his destiny. Of course it involves knowledge, but it also involves emotion, ideals, and religion.

Secondly, teachers should cooperate with parents. In health education this need is obvious.

Thirdly, the teacher should urge the authorities to provide the necessary remedial and preventive treatment, or, if it is already theoretically accepted, to provide it in reality. If a school child has to walk eight to twenty miles to a clinic, as apparently he has to do if he is in a rural school in Nyasaland, improved facilities are essential. And this will involve an army of doctors, nurses, dentists, sanitary inspectors, and clinics and hospitals as well.

Now the danger in this is that teachers will be regarded as cheap substitutes for other professional people—veritable Poo-Bahs—teachers, cooks, waiters, nurses, doctors, bankers, swimming instructors, fathers, and mothers, all rolled into one. And they should not be. Teachers should undertake all those tasks requiring their own professional expertise, leaving to others tasks requiring expertise not their own. Teachers should not be the doctor's nor any other professional person's substitute. And when other professional people are employed, teachers should be their colleagues, not their servants. Thus in the development of health services,

teachers should be particularly vigilant to make sure their professional autonomy, their freedom and their status are not diminished.

And fourthly, teachers should urge authorities to provide the right school environment. When the House of Commons was destroyed by fire-bombs and the new building had been erected, Winston Churchill in his opening speech said: "We shape our buildings and afterwards they shape us."

And this is true. Environment does shape us, and children are being shaped by the environment of their schools. It is of little use talking about the virtues of cleanliness when there are no facilities for washing. It is silly to talk about physical education when there is insufficient space to enable it to be done. It is nonsense to talk about swimming without a water supply, or of good sanitation when the schools are awful examples of what ought not to be. We should, therefore, urge the authorities to shape the school environment so that children are cleaner, stronger and healthier. If this is done, there will be widespread effects. For when children from hygienic, spacious schools grow up, they will demand homes that conform to similar standards. They will insist on unpolluted waterways, on piped water, on modern sewage disposal, on the safeguarding of milk and food. So schools will become great reforming agents, levers by which society's standards will be raised.

### General proposals

Now you will note that these proposals are in general terms. They must be, for health problems differ in different areas. Malaria, yaws, tuberculosis, and yellow fever menace some parts of the world, but are unknown elsewhere. In Polar regions, to keep warm, the people wear

skins; in other parts, to keep cool, the people wore no clothes at all until the missionaries told them the story of the Garden of Eden. In the Orient, rice is the staple food; in Eire, potatoes; in Italy, pasta. The Argentine prefers steaks; England, roast beef and Yorkshire pudding; Greenland, seal meat.

Clearly there are vast differences, and interesting differences, but there are so many we shall have to define our objectives in general terms, and then undertake more detailed work at national level.

All these proposals, considered as theoretical questions, appear eminently reasonable, but in fact they will arouse strong opposition; first, because they are costly; secondly, because they increase the number of mouths to be fed; and thirdly, because they may run counter to traditional ways of life.

Of course these proposals are expensive. It would be idle to pretend otherwise. But the value received will be even greater. Ceylon saved in one year six times the cost of a ten-year campaign to eliminate malarial mosquitoes. What a return on the money spent! India suffers from malaria an annual loss of earnings and output of \$500,000,000. The total cost of eradication over ten years would be \$190,000,000, that is, about four to five months' loss from the disease. Wall Street has never offered so good a bargain. Yet there are still 200,000,000 people in 86 countries for whom nothing has been done.

But, it may be replied, in spite of the return some countries are so poor they cannot afford these health services. And this is true. Twentieth century social services cannot be supported by an economic system which belongs to the Middle Ages.

In early days, production depended upon the muscular energy of man and animals; then on the mechanical energy of wind and water; then on the molecular energy of coal and oil; and now on nuclear energy. This, if rightly used, will transform society and, if not, obliterate it. And the fact is that whilst well-

developed countries use molecular and even nuclear energy, others use muscular and mechanical. Industrially, they are still in the Middle Ages, and to pay for modern health services they must make in a short time the progress that others have made in 500 to 1,000 years.

And this can only be done through technology, which depends upon education. Education can help people in their jobs, enable them to live a better life, make them healthier, and produce more wealth to pay for the services. Any education can be made liberal if it is related to man and his hopes and aspirations. This sort of education is as truly liberal as an education in the arts. It should be related to man and his needs, for its purpose is to set man free from hunger, disease and war.

### Faith or doubt

Some prophets will no doubt tell us our proposals are dangerous. You are urging people to engage in wholesale death control, they will say. You are destroying the three traditional checks on population — war, pestilence and famine. And if you do that there will be so many people the world cannot support them. This is Malthus in modern guise. In 1798, he argued that man's capacity to produce food could not equal his capacity to reproduce. In our own days, Sir Charles Darwin has forecast a population explosion and global misery.

But on the other hand, Marx claimed that an increase in population is always an increase in capital, and Benjamin Franklin said: "We can never have too many people nor too much money." And some think the same today. West Germany has increased its population by 12,000,000 refugees, but is still short of labor. In Soviet Russia a woman who produces seven or more children is given the Order of Mothers' Glory. But it is noteworthy that these are not impoverished countries.

At a Princeton Seminar in 1955, Professor Kenneth Boulding of Michigan summarized the two arguments. Here is  
(Continued on Page 33)



# What About Educational TV?

R. D. ARMSTRONG

**D**OES television have a place in schools? Will television replace teachers? What are its advantages and disadvantages as a teaching device?

In the short period of time that educational television has been used, these and other questions have been debated with great fervor and with varying degrees of objectivity. Some have compared the importance of educational television to the introduction of printing by movable type; others have criticized statements about educational television as being too enthusiastic and over-optimistic. Teachers as members of a profession and as educational advisers to the public should have full information about television in education.

It should be remembered that television is a means of transmission, and that television lessons like classroom

lessons are of varying quality and effectiveness. As a technical device television is improving rapidly, so that some statements about it may be true this year but will be completely untrue ten years from now.

## TV has decided advantages

An educational television lesson can have a number of decided advantages. First, perhaps no audio visual aid is so convenient. The classroom teacher simply has to turn a knob to supplement his lesson. If television is compared to films, pre-viewing would presumably be replaced by carefully prepared summaries of the lesson, enabling the teacher to carry out introductory activities and to plan follow-up activities.

Second, television lessons can use the best teachers available, aided by outstanding authorities in the field.

Third, the television teacher can use materials beyond the scope of the classroom teacher. For example, the television teacher can use charts, maps, and models that no teacher has time or the facilities to prepare.

Educational television has been in use in the United States longer than in Canada, and some excellent programs are being produced there. One of the most promising areas seems to be adult education, including teacher training. The Chicago Junior College, for example, offers the complete associate in arts degree over Station WTTW. In the United States, the shortage of teachers qualified to teach foreign languages has been met by the use of television.

In Canada, the comparatively sparse population has meant that educational television is more expensive on a per pupil basis. The Advisory Council on School Broadcasts carried out national studies in 1954 and in 1956 and this past year introduced regular educational telecasting. Among provincial departments of education, Manitoba carried out a study in educational television in 1958, and Alberta, three studies, in 1958, 1959

and 1960. In addition, local school authorities in Halifax and Scarborough have produced a number of television lessons. In 1959, Newfoundland teachers used television to teach pupils forced to stay home during a polio outbreak.

#### **. . . and disadvantages**

Perhaps the most serious disadvantage to educational television is the lack of contact between teacher and pupils. The skilled teacher builds his lessons on the experience and knowledge of his pupils. The best lesson plans are modified, while the lesson is in progress, in terms of pupils' interests and needs as revealed through questioning. It would seem that, while introductory and follow-up activities can help to provide for individual differences, the television lesson must be aimed at the average in the class. Where the classroom teacher is able to select from a number of television lessons and where he can ensure readiness for a lesson, this difficulty may be partly overcome. A pressing need would seem to be a study of how television lessons can best be utilized in the classroom.

A second difficulty is that of correlating the television lesson with the particular program the teacher has designed for his class. No advantage gained by the use of television could compensate for the damage done if classroom programs were governed by the pace and level set by television.

Other problems facing teachers who would wish to use television as a teaching aid could be cited. The difficulties mentioned are serious ones but are not intended as reasons why television should not be used, but rather as problems which must be considered.

How will these problems be solved? The first step in obtaining solutions would be the correlating of evidence obtained to date. A great deal of research in educational television seems to have been carried out independently, with little reference to earlier studies. The result has been wasteful duplication. In Canada, television lessons have been evaluated largely by means of question-

Mr. Armstrong, an ATA scholarship winner, represented the Association in a tour by four Alberta educators of several American educational TV projects, sponsored by the Ford Foundation, in May, 1960.

naires. As educational television develops in Canada, controlled experiments will undoubtedly provide many useful answers to some of the problems mentioned. The second step has just been mentioned: carefully controlled experiments will provide reliable answers.

The research evidence to date plus logical implications of the nature of television itself, would seem to leave little doubt that television must be considered a teaching aid. An estimated 90 percent of research studies in the United States show television to be approximately as effective as the classroom teacher in producing information gain. Although difficult to measure, such skills as critical thinking would seem to require face-to-face interaction between pupils and teacher for development. Television can never replace teachers; on the contrary, the use of television as a teaching aid would seem to require classroom teachers of superior ability to ensure effective utilization.

#### **How may educational TV be judged?**

Television as a tool for teaching must ultimately be judged by teachers in their classrooms on the basis of its efficiency in helping them teach children. Television lessons must be consistent with the principles of good teaching, based on a knowledge of children and how they learn. Teachers must be free to choose those television lessons which meet the needs of their pupils. Educational television is expensive, and the cost of television must be balanced against its value as a teaching aid.

A great deal remains to be learned about educational television. Educators do not yet know precisely how to use it and for what purposes but its possibilities are too great to be ignored.

# Calgary Experiments with a Program for the Gifted

R. S. PARRY

A committee of Calgary principals and teachers has been working towards initiation this fall of a coordinated program for gifted students in junior high schools in the southwest area of the city. Our author is one of the committee and has submitted this story with the thought that the experiment will be of interest to other Alberta educators.

**F**IRST step of the Calgary group was to summarize proposals as "Some Suggestions on a Program to help the Gifted Students of Calgary Junior and Senior High Schools". These were thought of—if and when put into practice—as means to help gifted students towards status in the community<sup>1</sup>; to develop the individual differences of the gifted<sup>2</sup>; and to halt drop-outs<sup>3</sup>.

It was suggested that any program set up should be thought of as exploratory rather than acceleration or academic "cramming" because "... special atten-

tion and provision are required to develop the talents of the gifted"<sup>4</sup>. In the *Report of the Royal Commission on Education in Alberta* R. S. MacArthur and J. G. Patterson, predicting success in school and university examinations, state: "The studies reviewed suggest that a combination of measures of achievement, mental ability, and one or two other attributes (not yet determined) would provide the best predictors of success in matriculation and first-year university examinations."<sup>5</sup>

It was also suggested that a gifted student program should be coordinated in a group of schools rather than developed in individual schools working on their own. In this way students from different schools could meet to discuss common problems, thereby, it was hoped, tending to increase interest and encourage the gifted to continue with their studies. Again quoting MacArthur and Patterson: "Of the reasons given by both teachers and pupils for drop-out from secondary

References are to the *Report of the Royal Commission on Education in Alberta*.

<sup>1</sup>"Perhaps no attitude of the public has been more detrimental than that which depreciates the value of the gifted child to society."—p. 230.

<sup>2</sup>"... whatever the means, some special attention and provision are required to develop the talents of the gifted."—p. 229.

<sup>3</sup>The report, on pages 227, 228, 348, and others, offers evidence that many of our more able students are leaving our schools too soon.

<sup>4</sup>p. 229.

<sup>5</sup>p. 349.

school, reasons relating to the school are far the most important, with economic reasons coming next.<sup>7</sup> And from the section on gifted children: "Even in composite schools, where favorable facilities, curriculum and personnel are available, a recent study reported 'a largely latent responsibility for the education of gifted children'.<sup>8</sup>"

So the following scheme to operate a gifted student program was suggested.

- The program should be one of co-operation among schools with the city zoned conveniently into junior high school groups and senior high school groups.

- Each school, in turn, would be responsible for the organization of its zone for one year; or, a committee could be formed of all those in the zone who were especially interested in the work.

- Each zone would promote a publication for its best work.

- There would be a city publication, issued perhaps once a year, incorporating the best work of all the zones.

- Each school should have one or more interested teachers as teacher-sponsors.

- An ideas sheet should circulate among teacher-sponsors so that they might help one another as much as possible with program development.

- Student members should be kept to manageable numbers consistent with the phrase "gifted student".

- Student members should be chosen by teacher-sponsors and should be given the choice, after consultation with parents, of whether or not to participate.

- A student member's school life would have two parts. In the main part, as members of their usual classes, they would follow the class program, take part in school life and so keep in touch with the thoughts and ideas of average pupils. In the other part, which would be scheduled for the same time in all

the schools of a zone, say Wednesday afternoon, the last hour or two, students would be encouraged to discuss, to attempt projects, to write, to prepare talks, demonstrations, to experiment. Here they might have the chance to meet with students from other schools; hear lectures from people in business, industry, commerce; and each student would be encouraged, in school and extracurricularly, to develop his own especial gifts.

- Student members would do most of the work of organizing, with teacher-sponsors acting in an advisory capacity.

- The scheme should prove of help to each classroom teacher faced with the problem of "what to do with the bright student". For example, classroom teachers might allow student members to work on projects in normal class time after routine work of the class has been accomplished.

- Because physical education is already well-catered for in sports programs; music with the Junior Philharmonic Orchestra and the Music Festival; handicrafts, art, industrial arts, and handwriting by exhibiting at the Calgary Stampede; and drama does well as a school-centred subject, the first subject areas to be handled should be language, literature, mathematics, science, social studies, and, possibly, French. A suggested development of these subject areas was—

**Language-Literature group**—All gifted language students in each zone would be encouraged to write of their thoughts and ideas, and these efforts, say twice a year, would be sent to the zone organizing school for that year. The gifted language students of that school would then make a selection for a semi-annual publication. The best from all semi-annuals could then go into a once-a-year city publication.

**Mathematics group** — This might be handled the same as the Language-Literature group, with students encouraged to make up mathematics problems for solution by their peers and to give demonstrations of constructions and problem-solving.

<sup>7</sup>p. 349.

<sup>8</sup>p. 229. (This quotation in the report is taken from "A Study of Alberta Composite High Schools and Gifted Youth", *The Alberta Journal of Educational Research*, March, 1959, p. 30.)

**Science group**—This would be handled as the other two, but with emphasis on giving demonstrations and making experiments, which could be developed before the classes of their own school and before student members of other zones. Another area for exploration would be to encourage observation of local phenomena, gathering data, and giving talks on these, followed by the publication of findings in a zone publication.

**Social Studies group**—Emphasis in this group would be on giving talks, showing films and film strips, and in discussions, debates, and parliamentary procedure.

The organizing teacher group kept in mind that 1959-60 is the first year in which students from the city's accelerated student program in Grades I to III, reached junior high school grades; that gifted students should benefit from associating with their own kind; and that the work done in the program should have a visible expression — visible to other student members, to the student-body of each school, and especially visible to the general public.

## **Second: committee work**

A number of schools soon expressed interest in the project and a committee was formed. It got a name: "The South-West Zone Committee on Program for Gifted Students". It was greatly helped by H. E. Panabaker, assistant superintendent of schools. It soon defined its métier as one which was "facilitating and encouraging", and, between March 14 and May 16, held five meetings, attended by, on the average, two representatives each from Viscount Bennett, Sunalta, Melville Scott, Currie, Dr. Oakley, King Edward, and Vincent Massey Junior High Schools, and the principal and assistant principal of the junior high school soon to be opened at Richmond Road and 37 Street.

Remembering its intention as a "facilitating and encouraging" body and aware that participation in any program would be at the discretion of the principal and his staff, the committee offered nine specific suggestions.

The committee invites advice or queries, and teachers can address these in care of Vincent Massey Junior High School, 10 Avenue and 45 Street S.W., Calgary. No doubt, the committee will be able to comment on the first month of operation of the program.

---

- Any program set up should be one of enrichment.

- For this first year the attempt to organize should be confined to Grade VIII.

- Programming should be sequential in following years.

- Classes might be held to about 20 students.

- Subject-areas for this year might include science, with perhaps some mathematics; and English, with the emphasis on creative writing.

- Students would be chosen by the staff but each would be allowed to accept or decline.

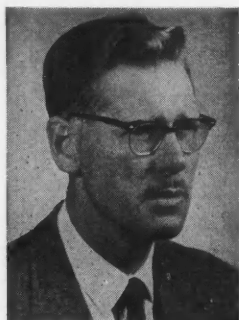
- The initial selection of students would be based on IQ's of 116-120 or better, plus achievement and interest in studies.

- A start should be made on a program in October.

- The zone should operate in four groups: Sunalta, Melville Scott and Viscount Bennett; Currie, Dr. Oakley and King Edward; Vincent Massey; and the new school at Richmond Road.

- Five objectives were suggested:
  - to stimulate brilliant students to maximum achievement by superior academic work,
  - to provide rich experience in the student's chosen field,
  - to give status to academic work by providing interesting and challenging zonal activities,
  - to provide enrichment rather than acceleration, and
  - to design a program primarily for brilliant students but to leave selection flexible.

Some difficulties were foreseen in time  
(Continued on Page 31)



## On Professional Maturity

### THE PRESIDENT'S COLUMN

On Saturday, October 29, the inaugural organization meeting of six specialist councils of The Alberta Teachers' Association was held in the Masonic Temple in Edmonton. In attendance were members of the Executive Council of the Association, some members of the staff of the University of Alberta and of the Department of Education, and outstanding teachers from many parts of the province. It was my pleasure and privilege as president to welcome members of the provisional planning committees of each of the specialist councils and to attend a number of the group meetings which followed the opening general session. You will be able to read elsewhere in this issue a report concerning this important meeting which must excite the imagination of all professionally-minded teachers in Alberta.

It surely is not news that the Association has been proceeding with the organization of a cluster of specialist councils to augment and perhaps eventually to give leadership in the Association's professional development program. You probably remember that the 1960 Annual General Meeting authorized the establishment of specialist councils. As a result, the Executive Council has directed the approval of a model constitution and the arrangement of other details connect-

ed with the procedure of making specialist councils a reality. You can imagine the relish with which members of the Executive Council savored six applications for establishment of specialist councils in English, Social Studies, Mathematics, Science, Modern Language, and School Administration. We were even more pleased when we saw the number of outstanding teachers who were applying for membership. The combination of enthusiasm and ability will surely give these councils a good beginning.

All of this brings to mind my personal and deep-seated conviction that the profession of teaching will be no more and no less than what we are prepared to make it. While I have always thought that it would be nice to have standards set for us by statutes and regulations which would provide quality by governmental decree—and I am still hopeful of more steps in that direction—I am driven to the conclusion that we must give government a powerful push towards the high standards approach by demonstrating that we are working strenuously in the same direction through methods available to us as members of a professional organization.

You see that I am convinced of the soundness and ultimate success of an in-service upgrading of our membership. I

am equally certain that this program is far, far better than the carping criticism of those who say that teaching will never be a profession until we excise from our body those who aren't professionals. I seem to recollect that few of the learned professions as we know them today started with a neat and tidy group, that the story of their development has some similarity to that through

which we are proceeding. My faith in Alberta's teachers is sufficiently strong to believe that they can and will build to the point that the public can be assured that this Association's approval of the selection, training and certification of teachers is the best guarantee of professional service in the classrooms of this province.

## Cover Story

# The Sharp-Tailed Grouse

Just as the sun begins to guild the grassy knoll, the first dancer drops in on whirring wings. He is followed almost immediately by the remainder of his company who hasten to their traditional rendezvous from all directions, for the sharp-tailed grouse is a sociable fellow throughout most of the year.

Here, as in countless preceding generations, will be enacted the courtship drama in which each male attempts to establish his 'territory' and defend it vigorously against invasion by other cocks. To this ground, the hens will repair to mate with the dominant cock in preparation for nesting and the subsequent rearing of the brood. Should a cock survive the many hazards which present themselves during the spring and summer, he will appear again in the fall and lay claim to his identical territory.

The dance itself is a fascinating spectacle. As if by predetermined signal, all the dancers erect their pointed tails, partially extend their wings, inflate their orange superciliary ridges and float across the floor on measured steps. As they circle gracefully, the attitude of the body is maintained while the tail vibrates rapidly, producing a peculiar series of quick beats. The onlooker is reminded of a 'premier danseur' moving evenly from point to point accompanied by the roll of drums. This stage ends

abruptly, whereupon each participant inflates his purple neck sacs and proceeds to cluck audibly in short bursts. In the next phase, the birds settle in pairs on the common margins of their respective territories and glare at one another for extended periods. At this time, altercations may arise in which each appears to attempt to drive his opponent from his post. While there is much repetition of the various phases, the dance ends as abruptly as it began and the ballroom is left deserted until the resumption of activity in the afternoon.

This species is often confused with the true prairie chicken or pinnated grouse. However, the latter has a dark fantail, barred breast and prominent 'ear tufts'—all lacking in the former. While available evidence would lead us to believe that the pinnated grouse is now extinct within the borders of our province, the more adaptable sharp-tailed, like the ruffed grouse, appears to be holding his own.

Many of us are more aware of the presence of the sharp-tail on the crisp, frosty mornings of winter when he adorns our leafless treetops. Long may he continue to burst suddenly from cover on our approach and wing away with incredible swiftness, each long glide punctuated with a flurry of powerful wing-beats.

—Cy Hampson



# Specialist Councils Organize

Educational history was made in Alberta on Saturday, October 29 when the provisional executives of six specialist councils of The Alberta Teachers' Association met to set in motion the machinery to organize councils in English, Modern Language, Science, Social Studies, Mathematics, and School Administration.

A. D. G. Yates, president of The Alberta Teachers' Association, told the meeting that the Association considered the establishment of specialist councils a major break-through in its professional development work.

After a general session, during which the meeting was informed of the background, purposes, and proposed functions of specialist councils, each provisional executive met to consider arrangements for its inaugural meeting.

Plans for the establishment of specialist councils were begun nearly two years ago as a result of increasing pressure for the organization of special interest groups for professional educators. The Inservice Education Committee of the Department of Education, which includes representatives from the Department, the Faculty of Education, the Alberta School Trustees' Association, and The Alberta Teachers' Association, early in 1959 recognized the need for specialist groups and inservice education seminars of one or two weeks' duration. The Faculty of Education Council discussed the same matter shortly thereafter. At about the same time, the Department of Extension of the University of Alberta offered to sponsor short refresher courses for teachers in certain subject areas. However, all of these spontaneous moves were held in abeyance pending the development of specialist councils as pro-

posed by The Alberta Teachers' Association.

Such special interest groups are consistent with the purposes of The Alberta Teachers' Association as set forth in *The Teaching Profession Act*, namely,

The objects of the association shall be (a) to advance and promote the cause of education in the Province, (b) to raise the status of the teaching profession (1) by initiating and promoting research in methods . . . of teaching the various subjects of the curriculum . . .

It was, therefore, deemed desirable that such groups be sponsored, organized, and supported under the broad umbrella of the Association.

Early in 1959, the Executive Council of The Alberta Teachers' Association appointed an ad hoc committee to investigate the possibility of specialist councils. This committee, composed of Miss E. W. Duff, T. F. Rieger, Dr. S. C. T. Clarke, and E. J. Ingram, met several times and drafted an executive resolution and model constitution. These were considered by the ATA Curriculum Committee and then referred to the Executive Council which endorsed in principle the statements which had been prepared and submitted a general resolution to the 1960 Annual General Meeting. Resolution C47/60 was carried unanimously by the AGM councillors.

BE IT RESOLVED, that the formation of specialist councils be approved for the purpose of improving practice in the various specialties.

At the next meeting of the Executive Council, the executive resolution on specialist councils was adopted, and during the summer of 1960, signatures for the English, Science, Social Studies, Mathematics, and School Administration Councils were secured. Shortly thereafter, signatures for the Modern Language Council were received. At the



September meeting of the Executive Council, the formation of these councils was approved, the provisional executives were named, and the October 29 meeting was authorized.

The objectives of specialist councils are those of inservice education. As the years pass, even the best trained teacher tends to forget what he learned in university. Even if no forgetting occurred, with the passage of time new knowledge will accumulate in the teacher's specialty. Specialist councils should help to keep the teacher up to date. In addition, they should serve to advance the latest thinking in the subject or specialty. As stated in the model constitution, the objective of specialist councils is "to improve practice in the specialty by increasing members' knowledge and understanding of this specialty". It is hoped that members of specialist councils will be the corps of individuals who will assist in curriculum construction and who will provide authoritative opinion on matters related to the specialty.

The purposes of specialist councils can be achieved by such activities as the annual conference, seminars, the conduct of studies and research, and the publishing of a newsletter, bulletin, or yearbook. In addition, the specialist council would further its objectives by sponsoring, organizing, and supporting regional councils for study and research. The inservice activities of specialist councils will probably be on a voluntary basis and members must be prepared to pay their own expenses when participating in these activities.

According to the Executive Council resolution governing the establishment of specialist councils, any 50 persons eligible for membership may apply to the Executive Council for the establishment of a council in their specialty. If the Executive Council approves the application, a provisional executive will be named to organize the council and to convene the first general conference. The Alberta Teachers' Association will bear all costs

involved in organizing the council and conducting the first conference.

After a specialist council is organized, it can expect assistance from The Alberta Teachers' Association consisting of an annual grant of \$100, the printing and distribution of its bulletin, the expenditures involved in securing a consultant or guest speaker for its annual conference, and such other assistance as may be decided from time to time by the Executive Council.

Since the October 29 meeting, applications have been received for the establishment of a Home Economics Council and an Industrial Arts Council. The provisional executives for these councils will be named at the December meeting of the Executive Council.

Information concerning the first annual conference of four of the specialist councils appears in this issue. Future issues will carry information relative to the first annual conference of the Mathematics and School Administration Councils.

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## **Mathematics Council**

### *Provisional Executive*

T. F. Rieger (Chairman)

Teacher, Picture Butte High School

Miss Helen Morrison

Teacher, Crescent Heights High School, Calgary

L. D. Nelson

Associate Professor of Education, University of Alberta, Edmonton

S. E. Loring Pollock

Teacher, Lindsay Thurber Composite High School, Red Deer

Dr. M. Wyman

Professor of Mathematics, University of Alberta, Edmonton

E. J. Ingram (Secretary)

Executive Assistant, Barnett House, Edmonton

### ENGLISH COUNCIL

The first annual conference of the English Council of The Alberta Teachers' Association will be held in Edmonton, April 6 and 7, 1961. The purpose of this conference is to furnish information for and to improve participants' skill in the teaching of English, including language, literature, and reading. Any certificated

teacher interested in the teaching of English is eligible to attend.

In planning the first conference, it is considered advisable to limit the attendance. Should there be a very large number of applications, locals will be asked to assist the provisional committee in selection, so that representation is reasonably uniform across the province.

A registration fee of \$1 will be charged at the conference. This fee will include the initial membership. At the business meeting during the conference, membership fees can be set by those present, or the matter can be left to the executive which will be elected at that time. It is proposed that, in order to equalize transportation expenses, each member attending the conference pay a transportation fee of \$10, regardless of whether or not he incurred travelling costs. The sum thus obtained would be used to pay a mileage rate to all members who were obliged to travel.

Persons interested in membership but unable to attend the first conference may so indicate on the application form. Sending in an application properly marked will insure your name's being placed on the mailing list for any information or bulletins which may be sent out by the provisional executive.

The conference program plans include two general sessions with outstanding speakers. The balance of the time will be devoted to small group meetings, sectioned by grade level (elementary, junior high school and senior high school) and by topics such as poetry, free reading, and vocabulary. A short business meeting will be held.

The deadline for applications to the conference is December 31, 1960. Use the form provided here and mail it to head office as soon as possible.

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#### *Provisional Executive*

Mrs. Jean Saville (Chairman)  
Teacher, Hardisty

Dr. E. W. Buxton  
Professor of Education, Division of  
Secondary Education, University of  
Alberta, Edmonton

Dr. J. C. Jonason  
Inspector of High Schools, Department  
of Education, Edmonton

Mrs. C. K. M. Maier  
Teacher, Lethbridge

Miss Marion A. Staples  
Teacher, Ross Sheppard Composite  
High School, Edmonton

J. D. McFetridge (Secretary)  
Executive Assistant, Barnett House,  
Edmonton

## English Council

☐ I plan to attend the first conference of the English Council of The Alberta Teachers' Association, Edmonton, April 6 and 7, 1961.

☐ I am interested in becoming a member of the English Council but **am unable** to attend the first conference.

Name.....

Address.....

School District ..... School .....

Grade Level(s) at which teaching subject.....

Topics in which I am particularly interested.

(Please check those applicable)

☐ Reading

Language

- ☐ Spelling
- ☐ Vocabulary
- ☐ Functional Grammar
- ☐ Structural Grammar
- ☐ Grading Themes

☐ Creative Writing

Literature

- ☐ Poetry
- ☐ Drama
- ☐ Short Story
- ☐ The Essay

☐ Leisure Reading

☐ Audio-Visual Aids

Other (specify) .....

**Please mail before December 31, 1960 to—**

English Council  
The Alberta Teachers' Association  
Barnett House, 9929 - 103 Street  
Edmonton, Alberta

## SCIENCE COUNCIL

The provisional executive of the Science Council during a meeting in Edmonton on October 29 set forth the following program for the first general meeting of the council to be held in Edmonton on the Thursday and Friday following the 1961 Annual General Meeting.

Thursday morning—The present executive will present suggested plans for the activities of the council. Following this introduction, election of officers for executive and committee posts will be held. To speed this business, the provisional executive will nominate a slate of officers, but further nominations from the floor will be in order.

Thursday afternoon—A guest speaker will address the council on the topic, "New Developments in the Teaching of Science". The address will be followed by a question and/or discussion period.

Thursday evening—An informal evening is planned. It is hoped that this will provide an opportunity for the members to talk over items among themselves and with the executive and guest consultant.

Friday morning—During the first half of the morning the council will break into sub-councils (chemistry, physics, biology, intermediate school science, and elementary school science). For the second half of the morning, it will re-assemble and finalize the planning for the near future of the council.

Friday afternoon—This will be the final meeting with our guest speaker. The present executive will invite Dr. Paul deH. Hurd of Stanford University to act as consultant and guest speaker. It is, however, too early to state definitely that he will be able to accept the invitation.

The Science Council should provide an opportunity for all Alberta's science teachers to keep in touch with the new

### *Provisional Executive*

J. A. McDonald (Chairman)  
Teacher, Medicine Hat Composite High School, Medicine Hat

N. A. McNair Knowles  
Teacher, Oliver Junior High School, Edmonton

S. Norris  
Assistant Professor of Elementary Education, University of Alberta, Calgary

H. A. Pike  
Superintendent of Schools, Beaver County, Holden

B. J. M. Roe  
Principal, Fairview High School, Fairview

E. J. Ingram (Secretary)  
Executive Assistant, Barnett House, Edmonton

techniques and developments and research findings in their special field.

There are two application forms provided here. If you are interested in becoming a member of the Science Council, fill in the application for membership even though you may not be able to attend the first meeting. If you plan to attend the organization meeting—and we hope you will—fill out the second form to indicate that you will be present. Forward your application to Barnett House prior to the following deadline dates: for membership in the Science Council, February 15, 1961; for attendance at the conference, March 15, 1961.

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## *Specialist Councils*

## ***Science Council***

### **Application for Membership**

Please consider this as my application for membership in the Science Council of The Alberta Teachers' Association.

Name \_\_\_\_\_

Address \_\_\_\_\_

School District \_\_\_\_\_ School \_\_\_\_\_  
Division \_\_\_\_\_

Grades Taught \_\_\_\_\_ Special Field(s) \_\_\_\_\_

**Please mail before February 15, 1961 to—**

Science Council  
The Alberta Teachers' Association  
Barnett House, 9929 - 103 Street  
Edmonton, Alberta

## ***Science Council***

### **Application to attend Conference**

Yes, I am interested in attending the first conference of the Science Council of The Alberta Teachers' Association, Edmonton, April 6 and 7, 1961.

Name \_\_\_\_\_

Address \_\_\_\_\_

School District \_\_\_\_\_ School \_\_\_\_\_  
Division \_\_\_\_\_

Grades Taught \_\_\_\_\_ Special Field(s) \_\_\_\_\_

**Please mail before March 15, 1961 to—**

Science Council  
The Alberta Teachers' Association  
Barnett House, 9929 - 103 Street  
Edmonton, Alberta

### **SOCIAL STUDIES COUNCIL**

On October 29, in the Masonic Temple in Edmonton, the provisional executive of the Social Studies Council of The Alberta Teachers' Association, meeting for the first time, decided to exert every effort to bring a provincial social studies organization into being.

The objectives of such an organization would be:

- to provide a medium for teachers of the social studies to meet and to discuss general problems of teaching their subject at regional meetings and annually at the provincial level;
- to provide a stage for exchanging practical ideas for teaching the social studies,
- to provide a forum for guest speakers from all parts of North America who would be asked to bring the facts of research to bear upon particular aspects of teaching the social studies; and
- to provide the manpower for action research in the social studies at the regional and provincial levels.

It was generally agreed that, while the organization of a Social Studies Council might be launched by the provisional executive, program planning itself should be very tentative until it was known how many individual social studies teachers in the province were actually interested in belonging to such an organization. The provisional executive hopes that a wide interest will be shown, regardless of teaching level, and to gauge interest has prepared the special interest form included here. It should be mailed to head office of the Association not later than February 1, 1961.

Once the interest forms have been received, a number of organizational meetings will be held at several centres in Alberta to meet those interested and to lay the foundations for organization of regional councils and of a provincial convention. The latter will probably be held

in Edmonton after the Annual General Meeting of the Association during Easter week, 1961. At that time a permanent executive of the Social Studies Council will be elected and the initial organizational phase will be at an end. Those attending the first provincial convention would probably do so at their own expense, but whether travelling expenses should, in fact, be met on an individual or pooled basis could be discussed as a matter of policy once the permanent executive is elected.

It is hoped that regional groups will meet more than once a year. It is also hoped that at these regional meetings members would exchange concrete suggestions which they have found effective in teaching the social studies and that outside speakers will come primarily to inform rather than to inspire.

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#### *Provisional Executive*

Miss Elizabeth W. Duff (Chairman)  
Teacher, Crescent Heights High School,  
Calgary

G. L. Berry  
Inspector of High Schools, Department  
of Education, Edmonton

Miss Ethel Cobb  
Teacher, Medicine Hat

A. Herman  
Teacher, Bentley

M. R. Lupul  
Assistant Professor of Secondary Education,  
University of Alberta,  
Edmonton

E. J. Ingram (Secretary)  
Executive Assistant, Barnett House,  
Edmonton

Meetings will probably be held on Saturdays. The possibilities of using some portion of the annual teachers' fall convention time for regional council meetings will have to be explored.

A membership fee is contemplated, the annual amount to be decided upon by those interested. It should be large enough to meet the expenses of research and guest speakers and perhaps even to

help meet the expenses of those teachers who agree to contribute to the program by discussing particular aspects of their own work in the social studies. The Alberta Teachers' Association has agreed to provide each specialist council with an annual grant of \$100 once the model constitution for specialist councils is adopted and the permanent executive is elected at the first provincial convention.

### ***Social Studies Council***

Name.....

Address.....

School District Division..... School.....

☐

Senior High School

☐

Junior High School

☐

Elementary School

☐

I am interested in joining the Social Studies Council.

☐

I would be interested in joining a regional council of the social studies.

☐

I would be interested in attending the annual provincial convention of the Social Studies Council.

☐

I would be interested in holding executive position

☐

at regional level

☐

at provincial level

**Please mail before February 1, 1961 to—**

Social Studies Council  
The Alberta Teachers' Association  
Barnett House, 9929 - 103 Street  
Edmonton, Alberta

## MODERN LANGUAGE COUNCIL

The Modern Language Council of The Alberta Teachers' Association was organized on Saturday, October 29, in Edmonton under the direction of the provisional executive appointed by the Executive Council.

The objects of the council are to improve instruction in modern language by increasing members' knowledge and understanding of the language and by seeking to implement proposals for improving techniques and curriculum.

Some suggested functions of the council are the following.

- Small groups throughout the province should be encouraged to send in suggestions or problems, whether regional or individual.

- Teachers choosing texts should be made familiar with all suggestions from groups or individuals.

- Teachers on temporary subcommittees should be members of the specialist council.

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### *Provisional Executive*

A. J. Shandro (Chairman)  
Teacher, Glendon

T. W. Collinge  
Teacher, Seba Beach

Dr. E. Reinhold  
Associate Professor of German,  
University of Alberta, Edmonton

Miss Helen Smith  
Teacher, Crescent Heights High  
School, Calgary

Dr. B. E. Walker  
Professor of Secondary Education,  
University of Alberta, Edmonton

E. J. Ingram (Secretary)  
Executive Assistant, Barnett House,  
Edmonton

- A prime objective should be to encourage improvement of teacher qualifications.

Membership in the Modern Language Council is open to any member of The Alberta Teachers' Association or to any non-member of the Association who is covered by provisions of *The Teachers' Retirement Fund Act*, any certificated teacher in a private school, and any member of the University of Alberta or of the Department of Education who has a special interest in the field of modern language.

At this time, an appeal is made to teachers of language, other than English, at all grade levels, to give serious consideration to joining the Modern Language Council. Your provisional executive has set a nominal fee of \$2 with the understanding that the annual fee will be considered at the first conference.

It is proposed that a first annual conference of the Modern Language Council will be a two-day session to be held in Edmonton during Easter Week next year (on Thursday and Friday, April 6 and 7, 1961). The program would include a guest speaker or consultant on topics designed to promote the objects of the council.

In addition, one of the main items on the agenda for the first conference will be consideration and adoption of a constitution. A model was submitted by the Executive Council of The Alberta Teachers' Association. It will require careful study and probable amendment to meet the special needs of the Modern Language Council.

Those wishing to join are requested to complete the application form which is provided here and to return it with the required fee on or before January 20, 1961 to E. J. Ingram at head office. The response to this appeal for membership will largely determine the success and type of conference to be held.



## ***Modern Language Council***

Name .....

Address .....

School District ..... School .....  
Division

Grades(s) Taught ..... Modern Language(s) Taught .....

- ☐ I am interested in joining the Modern Language Council.
- ☐ I would be in favor of holding a provincial conference.
- ☐ I would attend if travelling expenses were pooled.
- ☐ I would attend if travelling expenses were **not** pooled.
- ☐ Fee of \$2 is enclosed. (Please make cheques payable to the Modern Language Council, The Alberta Teachers' Association.)

**Please mail before January 20, 1961 to—**

Modern Language Council  
The Alberta Teachers' Association  
Barnett House, 9929 - 103 Street  
Edmonton, Alberta

## ***Council on School Administration***

### ***Provisional Executive***

**E. J. L. Guertin** (Chairman)  
Assistant Superintendent, Fairview  
School Division, Fairview

**Dr. John H. M. Andrews**  
Associate Professor of Educational Administration, University of Alberta,  
Edmonton

**N. P. Hrynyk**  
Principal, Alix

**Miss Eva Jagoe**  
Vice-Principal, Vincent Massey Junior  
High School, Calgary

**Dr. R. E. Rees**  
Assistant Chief Superintendent of  
Schools, Department of Education,  
Edmonton

**R. F. Staples**  
Principal, Westlock High School,  
Westlock

**E. J. Ingram** (Secretary)  
Executive Assistant, Barnett House,  
Edmonton

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## ***Specialist Councils***

L. E. VREDEVOE

## Embarrassment and Ridicule ... Coward's Tools

**I**T is regrettable that teachers and administrators sometimes resort to forms of embarrassment and ridicule in dealing with classroom problems. Their idea seems to be that the child's behavior will change if he is embarrassed or threatened with embarrassment before a group. Usually a teacher using this method attempts to humiliate the child by making him feel that his actions are those of a child much younger than he. Some typical statements are.

"If you continue to act that way, I'll have to treat you as a little boy."

"If you don't behave, I'll send you to the first-grade room where you belong."

"Don't keep acting like a kindergartner."

"Well, Junior, are you having a good time?"

"How would you like to go down to your little sister's room?"

"Unless you stop, I'll have to put you in the nursery."

"Aren't you ashamed of yourself—a boy your age!"

"Wouldn't your parents be proud of you!"

Sometimes this method might stop—temporarily—the undesirable behavior. But more often, it creates a new problem because of the laughter and disturbance which follow on the part of other pupils. Frequently children add their own sarcastic comments to those of the teacher.

A teacher can never tell what direction such disciplinary action may take. In one school, the title "Junior" given to a boy by the teacher resulted in a

fight after school because other class members also called him "Junior". "Do you want me to send you to the first-grade room?" received from an unruly sixth-grader the reply: "Anything to get out of here."

A case was reported where an elderly teacher attempted to embarrass seventh-grade students by taking them on her lap. She said, "If you act like a child, I'll have to treat you as one." When I talked with her about this method, she was quite sold on it as a means of correcting certain behavior. However, about a year later, when she took one seventh-grade boy on her lap, he put his arms around her and kissed her. The class was hilarious and members were quick to spread the story. It resulted in embarrassment for the administration, teacher and staff, rather than for the child. Ridicule and embarrassment can be a boomerang.

Often a child's dislike for school, teacher or subject can be traced back to a situation in which he was ridiculed, humiliated or embarrassed. Pupils resent teachers who use this weapon. Teachers

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Dr. Vredevoe was in Alberta this fall as ATA guest speaker at the First and Second Edmonton District Conventions. He is professor of education at the University of California, Los Angeles. This item is reprinted with permission from the Grade Teacher, September, 1960.

must remember that the pupil who seems to throw it off lightly may be hurt deeply. One fifth-grader told me that when the teacher said before a class that she would have to tell his parents, "I could have killed her because my parents broke up last week and I saw some of the kids snicker. Why couldn't she tell me alone?" Maybe he did need punishment, but I wonder if the teacher ever knew that she closed the door on any influence for good she would ever have with him? Remember that the use of embarrassment or ridicule can be brutal and destructive.

Because embarrassment and ridicule usually involve more than teachers realize, they would do well to weigh the situation carefully before trying these methods. It is so easy to resort to embarrassment and ridicule, and many of us are guilty of having done it. But how many of us have ever really checked the total effect? Too often the by-products of classroom actions go unnoticed or unevaluated, whereas many undesirable by-products could be avoided if we were all more conscious of the total effects of our actions.

The pupils are a captive group and at the mercy of the teacher's sharper adult wit and tongue—and the teachers are in the safe position of being able to embarrass and ridicule without much chance that a pupil will strike back. Certainly there is small merit due a teacher who uses her position to take unfair advantage of the captives in her group.

Teachers with the best classroom control report that they very seldom, if ever, resort to embarrassment and ridicule of pupils. One who was challenged by a colleague for this replied, "I'm an adult and can take it, but I am not sure what harm I may do to a child by embarrassing him, so I use other methods." There is certainly a need for disciplinary action in many classroom situations. But embarrassment and ridicule may do more damage than good. They are a coward's weapons.

## ***ATA Men's Bonspiel***

Get your entry in early for the fifth annual ATA Men's Bonspiel to be held this year at the Shamrock and Granite Curling Clubs, Edmonton, on Tuesday, December 27.

Entries will be limited to 48 rinks, each playing three games. The fee of \$24 for each rink includes a banquet in the evening as well as other social activity. Entries close on December 12 and should be forwarded to W. R. Eyres at Barnett House, Edmonton.

The committee in charge of the bonspiel, elected at last year's meeting is: Dave Cooney, president; Harold Ulmer, vice-president; Art Brimacombe, past president; W. R. Eyres, secretary-treasurer; and R. Dressler, Art Elliott, Tom Humphrey, and A. E. Williams.

## ***Reduced Travel Fares for Christmas-New Year***

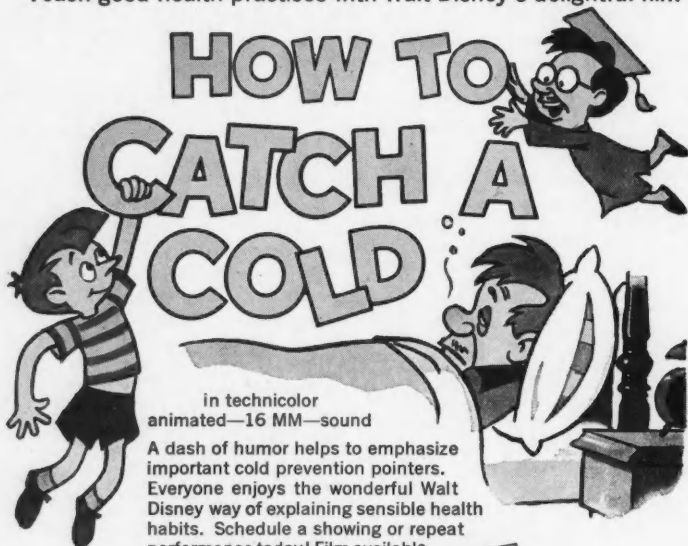
The member lines of the Canadian Passenger Association have again, this year, granted reduced fares in favor of teachers and students for the forthcoming Christmas and New Year vacation.

Basis of the reduction is the same as last year, namely, the one-way fare plus one-half, either first or coach class, for the round trip. Presentation of CPA Form 18 is required. Dates for the start of the going journey are December 1, 1960 to noon, January 1, 1961 inclusive; the return journey must commence not later than midnight of January 25, 1961.

A supply of the required forms and further information may be requested from the Canadian Passenger Association, 2160 Mountain Street, Montreal, Quebec.

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# HOW TO CATCH A COLD



in technicolor  
animated—16 MM—sound

A dash of humor helps to emphasize important cold prevention pointers. Everyone enjoys the wonderful Walt Disney way of explaining sensible health habits. Schedule a showing or repeat performance today! Film available FREE on short-term loan.

## PLUS



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Six full-color posters (14" x 20") showing scenes from the film. Ideal for classroom bulletin boards.



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Entire cold prevention program available FREE from Kimberly-Clark Canada Ltd., makers of Kleenex tissues.

**Educational Dept. AT-60-11**

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Please send me free (except for return postage) the film "How to Catch a Cold".

Day wanted (allow 4 wks.)

2nd. choice (allow 5 wks.)

In addition, please send FREE:

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... sets of posters (large schools may require more than one set).

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School ..... Grade .....

Street .....

City ..... Prov. ....

(Note: Name of School must be given)

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## DEPARTMENT OF EDUCATION



### Official Bulletin

No. 205

#### Positions with UNESCO

UNESCO headquarters, Paris, is seeking incumbents for the following positions:

- Chief of Division, Department of Education—Primary and Secondary Education, Area I
- Program Specialist (Tropical African Program), Department of Education—Primary and Secondary Education, Area II
- Program Specialist, Department of Education—Primary and Secondary Education, Area II
- Program Specialist (Teacher Training) Department of Education—Primary and Secondary Education, Area I
- Program Assistant, Department of Education—Primary and Secondary Education, Area I
- Program Assistant, Department of Education—Primary and Secondary Education, Area II

These are permanent positions involving location at Paris. Having regard to income tax exemption and allowances, the salaries offered are reasonably attractive. The closing date for applications is December 20, 1960.

Further information is available through the office of the Deputy Minister of Education, Edmonton.

#### Teachers Wanted—Ghana and Nigeria

The Economic and Technical Assistance Branch of the Department of Trade and Commerce wishes to recruit teachers as soon as possible to meet requests for assistance from the above Commonwealth countries. The teachers may serve in secondary schools or may be asked to assist in teacher training programs. Periods of service may be for one year only, or of longer duration if so arranged. Presumably leave of absence from present positions would be sought.

Specifically Ghana desires competent teachers of mathematics and general science. Nigeria asks for teachers of mathematics and of the physical and biological sciences.

Interested teachers may write directly to the Director, Economic and Technical Assistance Branch, Department of Trade and Commerce, Ottawa, or may obtain some further information from the office of the Deputy Minister of Education, Edmonton.

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#### Calgary Experiments with a Program for the Gifted

*(Continued from Page 15)*

tabling but no suggestions were made because it was felt that each school would have to face different problems. It was suggested, however, that each school schedule its program for a Wednesday afternoon.

There was a feeling that the school board should help with equipment and the administration offered to help where it could.

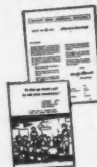
Some thought the program could best operate as an elective. The administration when consulted pointed out that



# newly revised teaching material on menstrual hygiene

**"You're a Young Lady Now"**  
Bright new edition! Charmingly wholesome booklet for girls 9-11 gives simple, easy-to-understand explanation of menstruation.

**"Very Personally Yours"** booklet!  
A helpful, informative approach to menstruation, for teenage girls.



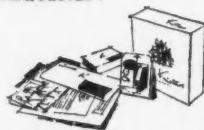
**Teaching Guide**  
Offers suggested lesson plans for teaching menstrual hygiene.

**"At What Age Should a Girl Be Told About Menstruation?"**  
Informative pamphlet for parent-teacher discussions.



**Menstrual Physiology Chart**  
Newly revised color chart to help you simplify classroom discussions.

COMPLETE PROGRAM AVAILABLE FREE FROM THE MAKERS OF KOTEX SANITARY NAPKINS NOW INCLUDING ALL THE FEATURES YOU'VE REQUESTED!



## Teacher's Demonstration Kit

To help make instruction on menstrual hygiene more meaningful, the kit contains product samples and descriptive literature to show proper use of sanitary napkins and belts.



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2nd Choice.....  
(allow 5 weeks)  
3rd Choice.....  
(allow 6 weeks)  
Number of days needed.....

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...Copies of "Very Personally Yours" (for teenagers)  
...Physiology Chart  
...Teaching Guide  
... "At What Age Should a Girl Be Told About Menstruation?"  
...Kotex product demonstration kit  
...Information on free Kotex napkin vending machine service.

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within the scope of existing regulations there seemed to be nothing to stop a school scheduling such a program as an elective if it so desired.

There was a feeling that substitutes should be supplied if a teacher-sponsor found the work load too heavy. The administration felt that, in view of the small number of periods involved, possibly two or three, adjustments could perhaps be made within the present allowances for spares, guidance, administrative, and supervisory time, but it agreed to listen sympathetically to any cases of difficulty and to do everything possible to help. (One suggestion came from the committee in this respect: that in a school of few Grade VIII classes where the gifted group would be small, a teacher interested in science could take the group for half the time and a teacher interested in language for the other half.)

There was a strong feeling in the committee that zonal activities should grow out of the work of each school and should be developed when the need arose, rather than that a goal, for example, a zonal publication, should be set.

### Three: making a start

Interested teachers then got to work setting up a program for the fall. At Vincent Massey School, for example, all students were listed who scored better than 120 on the Laycock Mental Ability Test, Grades IV to X. Records were also compiled as to whether they were accelerated in the Grade I to III program, their position in present class, their class achievement, age, physique, and recommendations by homeroom teacher. The guidance department then checked the list but the numbers were found to be too many, and a second selection will be made with the help of scores on the Stanford Achievement Test, Advanced Battery and Partial, Form J, which helps in the measurement of ability in language and arithmetic. It is hoped to start with a class of high achievers and to introduce some students with high IQ but low achievement.

## Child Health and the School

(Continued from Page 10)

the view of Malthus, Darwin and the pessimists:

The world is finite, resources are scarce;  
Things are bad and will be worse.  
Fire will rage with man to fan it;  
Soon we'll have a plundered planet.  
People breed like fertile rabbits.

But the optimists and the technologists take a different view:

Man's potential is quite terrific;  
You can't go back to the neolithic.  
The cream is there for us to skim it.  
Knowledge is power and the sky's the limit.

Teachers must be with the optimists. We must believe in the possibility of human betterment, in man's capacity to control nature and himself. So much could be done—if only man were wise enough and good enough to seize his opportunities. Think, for example, of the vast amounts of empty space in the world. Brazil's Amazon Basin, one-twentieth of the land surface of the world, lies unproductive; so do 180,000,000 acres in Ethiopia, the whole Philippine island of Mindanao, and the Central Highlands of South Vietnam.

Think, too, of the vast unrealized potential of the sea, where man has been an exploiter and a hunter, not a producer or a cultivator. What food could be produced if man set out to breed, feed and catch fish on a scientific basis? Think, too, how much the production of cultivated land could be increased. Could not many countries increase their grain crops threefold to match the production of the Japanese? All that is needed is better seed, insecticides and fertilizers. Colin Clarke has claimed that if the arable land of the world could be used as efficiently as it is in Holland, ten times the present population of the world could be fed at European levels. Think, too, what could be done if food were better distributed. This is one world and it cannot be maintained permanently with one half under-fed and the other half over-fed. Is it not crazy that, whilst men are dying of starvation in one country, surplus food is burnt in another? All these, the use of unculti-



vated land and the uncultivated sea, the use of insecticides, seed and fertilizers, and more equitable distribution of food, are basically problems of education, and given the right sort of education, moral and spiritual as well as scientific, man is capable of maintaining a balance between population and the supply of food.

#### Education versus tradition

The classroom, however, may pose another set of problems—a possible clash with traditional ways of life. We should be aware of this occupational risk, for it is a real one. Some of the religions of the world put taboos on certain kinds of food, insist on food prepared in a certain way, and impose strict rules on personal hygiene. These rules are often based on sound hygienic principles, and most, if not all, do not affect health adversely. But when people superstitiously believe that sickness is caused by spiritual forces emanating from enemies or other external agents, it requires courage to teach something else. In the West it may

be easier, but we, too, ought not to be self-righteous. We, too, are not free from ancient superstitions.

In the fourteenth century, a great French surgeon, Guy de Chauliac, wrote: "If anyone is wounded in the neck while the moon is in Taurus, the affliction will be dangerous." But is this fundamentally different from what the stars foretell in our Sunday newspapers? In the fifteenth century, in Mainz in Germany, a calendar was printed which indicated the best times for blood-letting. Is there any fundamental difference between this and avoiding an operation on Friday the thirteenth? In the Middle Ages thousands went to the King to be touched and cured of the scrofula. And what is the difference between this and certain forms of faith healing?

No planets strike, no witch has power to harm,  
So hallowed and so gracious is this hour.

wrote Shakespeare, but planets, witches, stars and malevolent powers still hold sway over men's minds. Health education is, therefore, uphill and risky work.

## 4 *points about*

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Possibly, however, another difficulty may be met. Even if health education does not fall foul of superstition, it may cut across traditional ways of living. By no means an extreme example is that people tend to eat what is available and traditional. What is available and traditional is often, but not always, good. Casava or garay, which is a popular food in Western Africa, is available and traditional, but certainly not good. And yet there are places where good food is available and is not eaten. In Singapore and Malaya, for example, the people will not eat the tuna fish, but in the United States it is sold as a delicacy and described as the "chicken of the sea". Sometimes, then, it will be necessary to urge a break with tradition.

Possibly, too, some health teaching may run counter to business interests. Cigarettes and cancer, chocolate and caries, television and ill-developed muscles, are not unrelated, and this should be known. Round about us in modern society, too, are myriads of quacks, always ready to exploit the naive and innocent. But teachers must have the moral courage to defy superstitions, traditions, and even big business if by so doing we can improve the health of the rising generation.

The health of the school child is a vast subject, with explosive political, social and economic implications. The school has a part to play, and the purposes and content of education must be widened, the teacher's duty made plain, and the attendant risks assessed.

We must be more concerned with those things in life which defy the weighers and the measures. A sick or ailing child, to a parent or teacher, is much more than a statistical abstraction. Money (which is one way of measuring value and an inadequate way of measuring the value of many things) is as dust in the balance compared with his health and well-being. Who can measure in statistical terms the sense of power and achievement, of being less dependent and more able to help, of a child set free

## THE MAILBAG

To the Editor—

Through the columns of *The ATA Magazine* I would like to thank the hundreds of teachers throughout the province who have helped to send students to the United Nations Association Banff Summer School. From the inception of this UNA project, locals and sublocals of The Alberta Teachers' Association have sent many students to benefit from this course in international affairs. The support of the ATA has been a major factor in making the UNA Summer School a success.

GEORGE L. W. BROWN

Director, Summer School  
United Nations Association in Canada

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Editor's Note—Mr. Brown teaches at Eastglen Composite High School in Edmonton.

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from disease? And this is why health can have no price tag, because man himself is beyond price and because, given the will, he can become a little lower than the angels.

Listen to this! It comes from an English detective story.

"Look", said Sherlock Holmes to Watson, as they came through the south of London by train, "look at those big isolated clumps of building rising up above the slates like brick islands in a lead-colored sea."

"The board-schools", said Watson.

"Lighthouses, my boy", replied Holmes. "Beacons of the future! Capsules with hundreds of bright little seeds in each, out of which will spring the wiser, better England of the future."

Think of it! You work in lighthouses. Your schools are beacons. You are makers of the wiser, better, healthier nations of tomorrow! Is this poetry, exaggeration, or untruth? No, it is fact. Your work can make the poor rich; the hungry can be fed; the sick can be restored. There is no greater task to which man can dedicate his energies, his talents and his life.



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## THE ATA NEWS BEAT

### Fall conventions

The month of October is convention month. Staff officers, district representatives, the president, vice-president, and past president, were all busily engaged in attendance and participation in conventions. This year, there were 14 conventions, ranging in size from the largest which registers 1,100 teachers to the smallest of about 100 teachers. Official representatives of the Faculty of Education at the various conventions numbered 14, and 12 official representatives of the Department of Education attended. To cover fall conventions, the Association provided eight guest speakers. Readers will remember that two of the largest conventions, namely, Edmonton City and Calgary City, occur in February. There has been some complaint in certain quarters about the loss of school time for conventions. This year, many teachers have felt that conventions were very worthwhile, as indicated by the statement we heard at many conventions: "This was the best convention we have ever had."

### Specialist councils

Information on specialist councils is contained elsewhere in this issue, but teachers are asked to keep the following points in mind when considering membership in one or more of the councils.

- Specialist councils now being organized are provincial in scope.

- Expenses for attendance at the activities sponsored by specialist councils will have to be borne by individual members.

- Most specialist councils will have a small membership fee.

- The first conference of some councils will probably be held in Edmonton on the Thursday and Friday following the 1961 Annual General Meeting.

- All specialist councils will be forming regional groups.

- The major objective of each specialist council is to improve practice in the specialty by increasing members' knowledge and understanding of the specialty.

### Induction ceremonies

A new venture for the Association, conducted for the first time this year, was the initiation of a ceremony to induct new members into the teaching profession. This ceremony is conducted by local associations.

We have information on induction ceremonies held by the following locals: Calgary (High School Sublocal); Calgary Rural, Camrose, Lacombe, Leduc, Medicine Hat, Neutral Hills, Provost, Spirit River, Stettler, Westlock, and Wheatland. Dr. S. C. T. Clarke, A. D. G. Yates, and R. F. Staples each addressed one induction ceremony.

Our district representatives have acted as visiting speakers at a number of induction ceremonies, and for this, the first year, our staff officers have also acted as visiting speakers on a few occasions. It is expected that in the future district representatives and local teachers will be used as guest speakers at the majority of induction ceremonies.

The typical ceremony this year was held at a special meeting of the local, at which persons such as school board members, press representatives, and representatives of the home and school association were invited.

The program, in most cases, was opened by the chairman who gave the purpose of the ceremony. The past president of the local then read "Teaching—A Profession", following which the president of the local asked the inductees to stand, read the code of ethics, and administered the taking of the ATA pledge by the inductees. A specially invited member of The Alberta Teachers' Association then was asked to address the meeting on the responsibilities and priv-

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ileges of membership in the teaching profession.

Prior to the major address, each inductee was presented with copies of "Teaching — A Profession", the ATA Code of Ethics, the ATA Pledge, and an information leaflet. In some instances, the local framed one or more of these documents before presentation.

A social evening usually follows the ceremony. At a number of the ceremonies the local has also held a banquet in honor of the inductees.

The following comments were contained in the reports of ceremonies received to date.

"The teachers thought it was most impressive—an excellent idea."

"A very worthwhile undertaking."

"Well received by all who attended."

"Inductees felt the ceremony was well worthwhile."

"The social evening following the ceremony is a very good idea."

"A definite success. We received dozens of compliments."

#### Dinner for scholarship winners

The Executive Council sponsored a dinner at the Glengarry Club, October 29 for the winners of the 1960 ATA scholarships. Present at the dinner were all members of the Executive Council and five of the scholarship winners: Erwin Miklos (ATA Fellowship in Education); Glen Carmichael, (Mary Roberta Crawford Scholarship in Education); Maureen Christian, (Thomas Edwin Adelbert Stanley Scholarship in Education); Heidi Kass, (William Aberhart Scholarship in Education); Kathleen Kennedy, (Allan James Watson Scholarship in Education). The other scholarship winners: Robert D. Armstrong, (John Walker Barnett Scholarship in Education); Cecil Sangster, (Milton Ezra LaZerte Scholarship in Education); Walter Riedel, (Clarence Sansom Gold Medal in Education and Clarence Sansom Scholarship in Education); and Audrey McBrien, (Harry Dean Ainlay Scholarship in Education),

were unable to be present. Some are attending universities out of the province.

After the dinner, President A. D. G. Yates welcomed the scholarship winners and congratulated them on their success, and R. F. Staples, past president, introduced each winner.

Also attending the dinner was Professor H. C. Melsness representing the Faculty of Education.

#### Across the border

Teachers of the Dupage Valley Division of the Illinois Education Association were addressed by F. J. C. Seymour at their annual meeting and institute on October 17. Mr. Seymour was invited last February to be one of the three keynote speakers at the institute; he spoke to two of the three sections of the meeting. The Dupage Valley group includes about 3,000 teachers in suburban schools near Chicago. While in the area, Mr. Seymour took the opportunity to visit the offices of the Illinois Education Association in Springfield to discuss education matters of common concern with officials of that organization.

#### Accreditation

The Executive Council has a committee studying accreditation. Chaired by Past President R. F. Staples, the committee is representative of the whole province. Other members are: Miss E. W. Duff, Calgary; E. Bardock, Trochu; W. H. Cooper, Calgary; D. C. Dandell, Red Deer; S. G. Deane, Edmonton; G. S. Grant, Medicine Hat; A. E. Henderson, Edmonton; W. A. Kujath, Grande Prairie; A. J. Shandro, Glendon; H. A. Stuve, Sedgewick; G. Zytaruk, Athabasca; and Dr. S. C. T. Clarke (secretary).

The committee has met twice, on September 10 and November 5. It started its study on procedures for accreditation and is moving on to criteria for accreditation, and privileges to be granted. In order to provide information on accreditation to interested educators, the committee has been authorized by the Executive Council to prepare a monograph for dis-

tribution in the province. The committee also proposes to solicit the views of educators on some of the issues it has considered.

#### On your behalf

During October Mr. McFetridge, after attending the Editors Conference at Banff, started his holidays. Mr. Yates and Dr. Clarke attended the Canadian Education Association Convention in Toronto, and Dr. Clarke attended the Canadian Conference on Children. All staff officers were involved in the meeting that launched specialists councils described elsewhere in the magazine, and all were allocated to conventions. As usual, Mr. Seymour has been busy with collective bargaining. Mr. Ingram was consultant at the home and school workshop in Banff. Mr. Eyres, in addition to his many duties in connection with conventions, has had meetings of the Board of Administrators, Teachers' Retirement Fund and of the ATA Pension Committee.



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### Book Reviews

#### *Your Home and You*

Greer, Corletta C.; Allyn & Bacon, Inc., (Available from The Macmillan Co. of Canada Ltd., Toronto 2); pp. 750, \$4.90.

*Your Home and You* is intended as a basic text for home economics courses at the high school level. Miss Greer has used real anecdotes to introduce each chapter and to illustrate various principles. The book covers such topics as food nutrition and basic recipes, economy and thrift, and family relationships and leisure. The structure of the book makes it possible of adaptation to courses of various types and lengths.

—E. J. I.

#### *Mental Hygiene in the School*

Laycock, Samuel R.; The Copp Clark Publishing Co. Limited, Toronto 2B; pp. 177, \$2.25.

The foreword to this book, written by J. D. M. Griffin, acknowledges that the mental hygienists have influenced the schools toward acceptance of good mental health, citizenship, and character as educational goals. Dr. Griffin says: "Proficiency in skills and knowledge without stability, responsibility, and character are without value either to the individual or to society."

Although the book bears the subtitle, "A Handbook for the Class-Room Teacher", the author disclaims any intention of providing "tricks of the trade", in favor of presenting mental hygiene as a point of view which should permeate every aspect of classroom and school practice. The handbook aspect appears in its bold answers to difficult questions. For example, what is mental health? Dr.

Laycock answers: A person who is mentally healthy feels comfortable about himself, feels right toward other people, and is able to meet the demands of life.

About one-third of the book is devoted to the dynamics of human behavior or "What makes Sammy run?" and is related, point by point, to classroom applications of the ideas presented. The chapter, "Self-Fulfilment for the Teacher", provides for the teacher or administrator a valuable source of insight into his own behavior. Another four chapters apply mental health principles to discipline, methods, individual differences, and administrative problems.

As a handbook in the area of mental health for the classroom teacher or administrator, this book is strongly recommended.

—S. C. T. C.

### New Acquisitions for the ATA Library

#### *Art Today (An Introduction to the Fine and Functional Arts)*

Faulkner, Ray, Ziegfeld, Edwin, and Hill, Gerald; Henry Holt and Company, New York; pp. 553.

#### *The "Why" of Man's Experience*

Cantril, Hadley; The Macmillan Company, New York; pp. 198.

#### *Basic Problems of Behavior*

Sherman, Mandel; Longmans, Green & Company, Toronto 16; pp. 440.

#### *The Chemistry of Living Cells*

Downes, Helen R.; Harper & Brothers, New York; pp. 549.

#### *A Sociology of Education*

Brookover, Wilbur; American Book Company, New York, pp. 436.



## NEWS FROM OUR LOCALS

### New officers reported by local and sublocal groups

**Andrew Sublocal**—Donald Topolnisky, president; Mrs. Laura Tymchuk, vice-president; Steven Andriashek, secretary-treasurer; Nicholas A. Melnyk, public relations officer; Andrew M. Goroniuk, librarian; Metro Topolnisky and John Tulick, supervisory committee; Mrs. Kate Buchkowsky, Eugenia Fedun, George Hackman and Eugene Matichuk, social committee; John W. Huculak, resolutions committee member; and Alex Hushlak, nominations committee member.

**Calmar Sublocal** — Reginald Beere, president; Agnes Dixon, vice-president; Phyllis Woitas, secretary-treasurer; Walter Watamaniuk, salary policy committee representative; and Pauline Dobko and Peter Wyllie, social conveners.

**Edson Sublocal**—Neil Horne, president; Robert Smilanich, vice-president; Christine Fallbacher, secretary-treasurer; Grace Fallbacher, press correspondent; and Mrs. Helen Bubel, Mrs. Gertrude Galbraith, Mrs. Anne Gerlitz, and Mrs. Laura Warkentine, social conveners.

**Holden Sublocal**—Oleh Shykora, president; Mrs. Grace Appleby, vice-president; Mrs. Jean Downing, secretary-treasurer and press secretary; Earl Hardy, representative to local; Mrs. Jean Downing and Gordon Thorsell, sports representatives.

**Ponoka Local**—Russell Petterson, president; Mrs. Jean Martin, vice-president; Mrs. Kathleen Taylor, secretary-treasurer; Mrs. Leona Vold, press representative; and Clarence Jevne, Gordon Larson, and Gordon Matthias, councillors.

**Red Deer Separate Sublocal**—Mrs. Gertrude Boyer, president; Mary Gaukler,

vice-president; Sister Ruth, secretary-treasurer; John Currie, local representative; Mrs. E. Gibson, Mrs. F. Wall and Maurice Duteau, negotiating committee members; Mother Lucienne, Mrs. Iris Penonzek and Mrs. G. E. Starchuk, program committee; and Mrs. Elizabeth Keeler, public relations officer.

**Ryley Sublocal**—Charles Pollock, president; Ronald Bablitz, vice-president; Clara Brokop, secretary-treasurer; Lorraine Zwierschke, social convener; Peter Kulba, sports representative; and Paul Poetker, councillor.

### Sublocal to study math instruction

The Benalto-Sylvan Lake Sublocal at its October meeting decided to work on a study of mathematics teaching with a view to improving the quality of instruction. At the business session of the meeting, Earl Farris, councillor to the Red Deer Local, reported on the local's October meeting. Officers for the sublocal were elected at its first meeting and are: Mrs. Alma Sterling, president; R. W. Blick, vice-president and AGM councillor; Mrs. Sheila Jarvin, secretary; Mrs. Kathleen Johnson, press correspondent; Mrs. A. Simpson, salary policy committee member; and Mr. Farris, local councillor. The sublocal meets alternately at Benalto and Sylvan Lake on the fourth Wednesday of the month.

### Induction ceremonies at Camrose

The Camrose Local sponsored an induction ceremony for new teachers on October 14 in the Camrose High School Auditorium. K. O. Dahl, local president, acted as chairman and presented the new teachers with their membership certificates. District Representative Mrs. Jean Saville took part in the ceremony. Guest speaker was Dr. S. C. T. Clarke, executive secretary of the Association,

who addressed the members on the professionalism of teachers. Superintendent J. R. S. Hambly and E. J. Ingram of head office were also present.

#### **Sublocal hears Banff delegate**

The guest speaker at the Camrose North Sublocal meeting on October 18 was Mrs. Bessie Jacobson, a member of the Camrose City Local, who gave an interesting and informative report on the Banff Conference of last August. Mrs. Jacobson also spoke about the professional volumes which are available to teachers in the ATA Library at head office and of the availability of the Association's professional development consultants. She closed with a list of "new ideas for better ATA meetings". New members elected to the public relations committee were: Eric Hohn, replacing D. Murray and Edmund Majeski, replacing Dennis Dibski.

#### **City sublocal holds second meeting**

At the second meeting of the Camrose City Sublocal on October 12, it was decided that the present executive should be increased to broaden representation from the schools in the sublocal that are not otherwise represented. At present the executive includes: Hugh Irving, president; Margie McCrea, vice-president; Alton Dennis, councillor; John Gray, secretary-treasurer; and Bob Johnson, press secretary. Resolutions were adopted for submission to the local meeting at the fall convention. Highlight of the meeting was an informative report by Mrs. Bessie Jacobson, delegate to the Banff Conference. Her report included helpful suggestions regarding research by individual teachers.

#### **Induction ceremonies in Medicine Hat**

The Medicine Hat Local, under the chairmanship of President B. Smith of Redcliff, was host to the teachers who are new to the local at a dinner meeting on September 28. Councillors gave brief reports on the work of ATA committees at the local level. District Representative Lucy I. Milne spoke of work

at the provincial level, while J. A. McDonald, vice-president of the Executive Council, rounded out the program by dealing on national and international aspects of the organization's work. Forty-seven new teachers and 24 executive members and representatives attended the meeting.

Mr. McDonald was chairman on October 11 at an induction ceremony held in Connaught School auditorium to welcome 29 new members. Miss Milne read "Teaching—A Profession" and B. Smith led the inductees in the ATA pledge. Each new teacher was introduced by Councillor Mrs. A. McCallum and was then presented with a membership scroll by Mr. Smith. O. Miller gave the invocation. An address of welcome into the profession was given by the guest speaker, Dr. J. D. Aikenhead of the University of Alberta at Calgary. A reception for 200 concluded this event.

#### **Myrnam hosts Derwent**

Myrnam teachers were hosts to the Derwent staff at a joint sublocal meeting held on October 12. The members heard a dynamic report by Alex Leonty, delegate to the Banff Conference. Three areas of study at the conference were ATA policy and administration, curriculum development, and educational publicity and public relations. Mr. Leonty discussed many problems facing teachers today and in particular stressed inservice training and professionalism. Metro Meronyk reported on salary negotiations, while Frank Shymko dealt with MSI and group insurance.

#### **Professional growth sublocal theme**

The Northeast Calgary Rural Sublocal at its first meeting on September 29 adopted "Professional Growth" as its theme for the year. The theme is considered to include such matters as: pensions, legislation, ethics, teaching aids, and teacher-board relationships. Each school in the sublocal will be responsible for its own program which must be correlated with the main theme. Thirty-two members attended the second meeting held on Octo-

ber 18 at which Clarence Larden gave an interesting and informative talk on the significance of modern mathematics from Grades I to XII.

Officers of the sublocal are: Paul Dvorack, president; William Pauls, vice-president; Mrs. Evelyn Derr, secretary-treasurer and press correspondent; Raymond Bean, interpretation committee representative; and Robert Roberts, councillor.

#### Film shown on teaching in industry

Members of the Salisbury Sublocal viewed a very interesting and educational film dealing with teaching in industry at their October meeting. New teachers on staff were introduced at this meeting and various reports were given and adopted. The executive for the coming term includes: Stewart Knox, president; Arthur Lampitt, vice-president; Mrs. June Schroter, secretary-treasurer; Ernest Zutz, local representative; and Mrs. Mary Knox, press correspondent. A

program committee will be appointed by the executive shortly.

#### Stony Plain-Spruce Grove reports

The sublocal held its first meeting on October 11 in the Memorial High School. Nineteen members were in attendance and elected the following slate of officers for 1960-61: Robert Enders, president; Glen Carmichael, vice-president; Leo Reynolds, secretary-treasurer; and Mrs. Margaret McLaughlin, press correspondent. Local scholarships were discussed and it was agreed that the awards should be presented in the area where earned. Dick Humphreys introduced a very stimulating discussion as to ways and means of encouraging a greater turnout of the sublocal members.

#### Professional research program planned

A group of about 35 teachers of the Wainwright Local gathered in the Lola Mabey School on October 6 to discuss plans for a program of research for pro-

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fessional development. Harry Chomik of Innisfree attended the meeting to outline the program and to give guidance on the choice of topics. Teachers who have agreed to act on the committee are: Garfield Potvin of Lola Mabey School (chairman); Larry Snyder, Irma; Mrs. Muriel Carl, Westview School; Mrs. Blanche Sawka, Denwood School; Annette Tailleux, Buffalo Park School; Margaret Pilgrim, Blessed Sacrament School; Mrs. Mary Whitby, Edgerton; and Mrs. Margaret Folkins, Chauvin Public School. The Wainwright Local is one of six locals in the province chosen to carry out the study.

**Banquet held at Vulcan**

The annual fall meeting of the Vulcan Local was held in the Vulcan High School on September 28 and was complemented with the annual banquet. New officers elected were: Donald Green, president; Harry Cummings, vice-president; Marion MacKay, secretary; Mrs. Ruth Fath and Francis Burchak, councillors; Mrs. Ann Green, Mrs. Janet Oakes, Duane Binning, Mervin Liebrick, Harry Meyers, and Vorece Wellman, economic committee; Herbert Mumby and Mr. Meyers, auditors; and John Webber, press representative.

Guests at the banquet included Superintendent A. L. Schrag, members of the school board, and husbands, wives, and friends of the county teaching staff. Fred Cartwright, toastmaster for the evening, expressed good wishes to the new officers, and Mrs. M. L. Todd led the group in a singsong. M. MacKay, chairman of the school committee, welcomed the new teachers to the county and wished the teaching staff a successful year. Mr. Schrag spoke on the trip he and his wife took to Europe this summer.

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# Q & A

## OUR READERS WRITE

◆ *Can a substitute teacher become a member of The Alberta Teachers' Association?*

Yes. The by-laws require that membership dues be deducted from salary earned if a substitute teacher teaches ten or more teaching days during any school month. Consequently, since fees are deducted at the end of the month, the substitute teacher could be a member for that month during which she taught for ten or more teaching days.

◆ *Can the Association negotiate the salary rate for substitute teachers?*

Yes. The Association suggests that, as a general policy, the rate for substitute teachers be 1/200 of the annual salary rate depending on qualifications and experience. In practice, however, most agreements appear to favor a rate based on either the minimum for a teacher with one year of training and no experience or a rate based on the minimum for the teacher's university education.

◆ *I don't think that The Alberta Teachers' Association is helping education in this province when it refuses to allow me to teach simply because I haven't attended the teacher-training institution in your province. I hold a B.Sc. degree with a mathematics and physics major and could easily teach any of the Alberta courses in mathematics and physics in the high school.*

You are entitled to your opinion, of course. We don't know from your letter whether you realize that the requirements for certification of teachers are set by the Minister of Education. It is

true that the Association believes that no person ought to be permitted to teach lacking courses in educational psychology, philosophy, and methodology, to mention a few of those courses you lack. The Association is also convinced that, although your academic preparation in the subject areas in which you would like to teach appears to be at least adequate, there is no guarantee that you can teach. We believe that your ability can best be determined during the time you would spend in qualifying for a B.Ed. degree and when your practice teaching would provide a reasonable basis for judging your suitability.

◆ *Is it professional for a teacher to sell encyclopaedia on a part-time basis in his community?*

This is a question which is difficult to answer. We know that some hold that it is unprofessional for a teacher to engage in any sort of part-time work for pay. Others would disagree arguing that what a teacher does with his time outside regular school hours and the regular school year is his concern alone, providing that his performance in the classroom is not adversely affected. We are rather inclined to share the latter view because we believe that any person may have interests outside his regular vocation which may or may not be profitable. To exclude part-time activity simply on the grounds that it is performed for pay or profit seems to be an unwarranted interference with individual rights.

We will agree that any teacher who uses his position as a teacher, particularly in the community in which he teaches, to promote the sale of encyclopaedia, other books, materials, products, or services is doing a disservice to his profession at least. Personally, we feel that teachers ought to have more respect for their profession than to prostitute it by such activity.

◆ *I understand that I can register for participation in the annuity plan for teachers over age 50.*

You are referring to *The Teachers' Retirement Supplementary Fund Act*. This provides that persons who begin employment as teachers in this province at an age when it is not possible for them to complete 15 full years of service before age 65, may make application to participate in the plan provided by this Act. Applications should be made to the Secretary-Treasurer, Board of Administrators, Teachers' Retirement Fund, 9929 103 Street, Edmonton.

The plan provides that teachers eligible for participation contribute five percent of salary as a teacher or such

other percentage as may be determined by the Board of Administrators, not less than four percent and not more than seven percent.

The teacher's contributions, upon retirement, are to be used to purchase an annuity which will be increased by an equivalent amount from the provincial government. The teacher will be able to elect to receive in lieu of the annuity a lump sum payment or, in the event he elects an annuity, he may select one of certain optional annuity schemes prescribed in the Act.

**Editor's Note**—This answer has been prepared following examination of selected sections of *The Teachers' Retirement Supplementary Fund Act*. It should be remembered that the published statutes of the Province of Alberta are the only official and completely dependable statements concerning the provisions of this Act.

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## THE SECRETARY REPORTS

### Canadian Conference on Children

For many years there has been a periodic White House Conference on Children in the United States of America. The year 1960 saw the launching of a Canadian Conference on Children. Dr. S. R. Laycock, who is known throughout Canada for his work in education, was one of the leading figures in sparking the idea of such a conference, which may be repeated at five or ten year intervals.

The goals of the conference were to develop efficiency and coordination and to reduce duplication and gaps in the use of existing resources; to develop more uniform opportunities in services provided for children; to disseminate research information and to identify needed areas of research; to emphasize the importance of prevention; and to develop inter-disciplinary understanding. Considerable preparatory work in each province paved the way for the conference. Perhaps because there is a Canadian Conference on Education, the Canadian Conference on Children was more representative of welfare and health than of education. Thus, of 40 official cooperating agencies, only 3 were from education. Of some 250 delegates in attendance, about 10 percent were from education, and of the 12 delegates from Alberta, 3 were from education. The findings of a conference on children whose composition and delegates were largely non-educators are therefore of considerable interest. Some of these findings follow.

- Delegates interested in the pre-school years recommended that universal pre-grade school education should be available to all, but should not be compulsory.

- Delegates interested in the middle years of childhood endorsed the idea that the school must deal with the whole child and not only with his memory. They stated that the school must develop curiosity, initiative, love of learning, and original expression.

- The conference recommended that teachers be trained "beyond the competence for imparting the three R's" so that they could deal with goals like those enunciated above.

- Delegates interested in adolescents recommended that the school provide a diversified education or a variety of educational opportunity as opposed to a purely academic schooling. They also



called for a better quality and quantity of school guidance counsellors.

These conference findings, coming from a group whose origins were 90 percent lay, welfare or health, should be of considerable interest to Canadian educators.

One of the 18 projects studied in preparation for the conference was "School Leaving Legislation and Practice". The Dominion Bureau of Statistics produced a publication entitled *Student Progress Through the School*, catalogue #81-513. One of the most interesting tables in this document is the holding power of schools based on 100 pupils enrolled in Grade II in 1946. By and large, students remained in school to the end of Grade VI. In the table below their enrolment in school beyond that grade is shown. For example, in Alberta, 60 students out of 100 originally enrolled in Grade II can be expected to reach Grade XI. While some of the calculations in developing these data were estimates made by the Dominion Bureau of Statistics, they are probably the best statements of the relative holding power of Canada's schools.

Province	Grade					
	VII	VIII	IX	X	XI	XII
Newfoundland	81	66	54	44	29	2
Prince Edward Island	90	83	68	60	35	22
Nova Scotia	88	79	65	55	40	17
New Brunswick	85	75	57	50	35	27
Quebec						
Catholic	73	48	38	27	18	7
Protestant	95	90	70	51	34	3
Ontario	91	87	78	63	41	34
Manitoba	91	82	73	62	46	19
Saskatchewan	85	83	72	62	47	30
Alberta	97	90	80	70	60	41
British Columbia	97	96	90	83	68	50

According to these data, the holding power of Alberta schools is second only to the schools of British Columbia.

*Stanley Clarke*



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Sun Life hopes sincerely that these booklets, and others to be issued in the future, will act as a stimulant on the young people of our nation and at the same time prove helpful to parents and educators alike in the performance of their duties. Sun Life will be glad to consider any suggestions concerning topics for future booklets.

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